



Scribing Protocol for Maine Educational Assessments

Scribing Protocol for MEA Mathematics and English Language Arts/Literacy Grades 3-8 eMPower™ME Grades 3-8 March 2016

A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content. Scribes are required to sign Test Security Agreement Form.

NOTE: If scribe is an approved accommodation in a student's IEP/504 plan, a scribe is allowed for the extended writing response/essay (Reading Session #3). Scribed text must be entered into the online testing platform – no paper submissions accepted. **There are NO short-answer/constructed response items in the Writing/Language Sessions #1 or #2 – these sessions are multiple choice/selected response answers.**

Qualifications for Scribes

- The scribe must be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.

Preparation

- Scribes must read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers.
- Scribes should have a working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on eMPower™ME assessments. Scribes should be familiar with the all supports and/or accommodations assigned to the student for whom they are scribing.
- In addition to a scribe, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with *eMPower™ME Accessibility Guide*. Scribes should be familiar with any assistive technology or approved supports the student requires.
- Scribes should practice the scribing process with no capitalization or punctuation with the student at least once prior to the scribing session on practice test/sample items to become familiar and comfortable with the process before working directly with a student. A suggested scribing script is included at the end of the protocol.
- Unless otherwise specified by a student's IEP or 504 plan, the scribe does not have a role in manipulating the test or assisting with any other support tools.



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General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Content-Area Specific Guidelines

ELA – Reading (Sessions 1, 2, 3)	<u>Selected Response Items</u> <ul style="list-style-type: none">• The student must point to or otherwise indicate his/her selection(s) from the options provided• Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item• The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item <u>Constructed Response Items</u> <ul style="list-style-type: none">• The scribe will type verbatim student responses in the online test platform (or write on paper first, then enter online) in an area occluded from other students' view.• The scribe will correctly spell all words as dictated.
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	<ul style="list-style-type: none"> • The scribe will not capitalize words or punctuate text. • The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. • The student will proofread to add punctuation, capitalization, spacing, and make other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm the fidelity of the response. • The student will indicate to the scribe when he/she is ready to move to the next item. <p><u>Reading Session #3 (Full Read/Write essay)</u></p> <ul style="list-style-type: none"> • The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view. • The scribe will correctly spell all words as dictated. • The scribe will not capitalize words or punctuate text. • The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. • The student will proofread to add punctuation, capitalization, spacing, and other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm the fidelity of the response. • The student will indicate to the scribe when he/she is ready to move to the next item. • Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.
ELA – Writing/Language (Sessions 1, 2)	<p><u>Selected Response Items</u></p> <ul style="list-style-type: none"> • The student must point to or otherwise indicate his/her selection(s) from the options provided • Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item • The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item
Mathematics (Sessions 1, 2)	<p><u>Selected Response Items</u></p> <ul style="list-style-type: none"> • The student must point to or otherwise indicate his/her selection from the options provided. • The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question. • The student will confirm his/her selections and indicate to the scribe



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	<p>when he/she is ready to move to the next item.</p> <ul style="list-style-type: none"> Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edits what the scribe has written. <p><u>Constructed/Equation Response Items</u></p> <ul style="list-style-type: none"> The student must point or otherwise direct the scribe in developing his/her response. The scribe will input student work directly onscreen and in view of the student. For responses requiring equations, the student must specify where to place figures and operands. For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions. For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits. The scribe will make student requested changes, even if incorrect. The student will confirm the fidelity of the response. The student will indicate to the scribe when he/she is ready to move to the next item.
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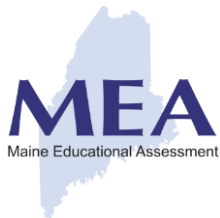
Post-Administration

- The scribe will submit online student responses within the testing platform and collect scratch paper, rough drafts, hand-written scribed responses, and login information immediately at the end of the testing session and deliver it to the Test Administrator for appropriate disposal procedures.

Suggested Scribe Script (to be used with student in advance of the testing day)

I'm the person who will be scribing your test when you take your eMPower™ME next week in [math/ELA]. I wanted to let you know how we'll work together. When I'm scribing your responses, I will have to follow certain rules.

- I cannot help you with any answers.
- I will enter answers for you.
- I will not use any capitalization or punctuation
- I can still help you with your [*any assistive technology that the student may require]
- You can ask me to pause my scribing if you need a break.
- If you ask me a question about the test, all I will say is, "Do your best work. I cannot help you with that".
- Do you have any questions for me about how we will work together during the test?



Scribing Protocol for Maine Educational Assessments

References

Smarter Balanced Assessment Consortium. (2014, August). *Appendix A: Scribing Protocol for Smarter Balanced Assessments*. Usability, Accessibility, and Accommodations Implementation Guide. Retrieved from <http://www.smarterbalanced.org/>.